Grade: 2nd

Unit: 2

Start and End Dates: September 26, 2011

Unit Overview: Personal Narrative

Essential Questions: Why do authors use unforgettable language in their writing? How does the author use language to help the reader visualize and understand the story?

Students Will Know/Understand That: Students will know that visualizing is to create a picture in your head and they will be able to communicate what they visualize in written or graphic form. Students will create a circular story about an event in their own lives.

Standards Addressed: Standard 1 – Read and Understand a Variety of Materials, Standard 2 – Write and Speak for a Variety of Purposes and Audiences, Standard 3 – Write and Speak Using Formal Grammar, Standard 4: Apply thinking skills to all areas, Standard 5 – Read to locate, select, and use relevant information, Standard 6 – Read and recognize literature as a record of human experience

Pre-Assessment: (R) A visualization graphic and written description of their visualization after hearing Paper Boy read aloud (just read a portion of Paper Boy). (W) Write about a time when you have shown responsibility.

Formative Assessments: Reading Responses, Oral discussions (whole group, small group, and partner), play aloud a book on CD and have students visualize in graphic and written form. We would compare this to listening to the radio or books on tape.

Summative Assessments: Post-test: (R) A visualization graphic and written description of their visualization after hearing Paper Boy read aloud (just read a portion of Paper Boy). (W) Write about a time when you have shown responsibility.

Performance Assessment – real world application: Students write a circular story and share with a partner, partners can create a visual for the story.

Interdisciplinary Unit:

Reading – visualizing to improve comprehension

Writing – create a circular story of an event in their life

Content – create a circular diagram representing a plant’s life